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AUTHOR Rosen, Pamela, Ed.
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ABSTRACT

This 53-item test bibliography lists a variety of currently available measures which may be used to assess teachers. Among the devices described are: instruments which are completed by teachers and which provide an indication of their proficiency in or knowledge of both general and specific areas in education; self report attitudinal measures for teachers; instruments which are completed by students and which may indicate their attitudes toward and/or evaluations of a particular teacher or classroom situation which is dependent upon the teacher; and observational devices that may be used to consider such factors as the teacher's competency, teaching style, characteristics and/or interaction with pupils. Information was obtained from the holdings and references of the Educational Testing Service Test Collection. (Author)

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ASSESSMENT OF TEACHERS

This annotated bibliography lists a variety of currently available measures which may be used to assess teachers. Among the devices described are: instruments which are completed by teachers and which provide an indication of their proficiency in or knowledge of both general and specific areas in education; self-report attitudinal measures for teachers; instruments which are completed by students and which may indicate their attitudes toward and/or evaluations of a particular teacher or classroom situation which is dependent upon the teacher; and observational devices that may be used to consider such factors as the teacher's competency, teaching style, characteristics and/or interaction with pupils.

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Some of the measures listed below are reviewed or described in the references cited in the bibliography.

Class Activities Questionnaire by Joe Milan Steele, Ernest R. House, and Thomas Kerins; c1969; Grades 6-14 and Teachers; Joe Milan Steele.

A measure of instructional climate. Dimensions are: Lower Thought Processes (memory, translation, interpretation); Higher Thought Processes (application, analysis, synthesis, evaluation); Classroom Focus (discussion, test/grade stress, lecture); Classroom Climate (enthusiasm, independence, divergence, humor, teacher talk, honework); Student Opinions (qualities, deficiences).

Classroom Activities Q-Sort for Program Teachers and Directors by Louis T. DiLorenzo; Not Dated; Preschool; University of the State of New York, The State Education Department, Office of Research and Evaluation*.

Assesses frequency of various activities in preschool programs. The areas covered include: Cognitive, Intellectual, and Physical–Social–Emotional Factors.

*Included in DiLorenzo, L. T., Salter, R., and Brady, J. L. *Pre-Kindergarten Programs for Educationally Disadvantaged Children*. New York: University of the State of New York, State Education Department, Office of Research and Evaluation, December 1969. Final Report Project #3040. ED 038 460.

Classroom Observation Schedule by Louis T. DiLorenzo; Not Dated; Preschool; University of the State of New York, The State Education Department, Office of Research and Evaluation*.

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After classroom observations are made, teachers are ranked on the Teacher Ranking List. Areas covered are: Daily Programs; Equipment and Materials; Teacher Practices (classroom organization and use of supporting staff, discipline, structure program, encouraging language development, and reacting to pupil needs); and observer's comment on distinguishing characteristics of the preschool program.

*Included in DiLorenzo, L. T., Salter, R. and Brady, J. L. *Pre-Kindergarten Programs for Educationally Disadvantaged Children.* New York: University of the State of New York, State Education Department, Office of Research and Evaluation, December 1969. Final Report Project #3040. ED 038 460.

Classroom Interaction Management Analysis Record by Richard A. Schusler; 1969; Preschool-Grade 16 and Above; Richard A. Schusler.

Can be used in the observation of any classroom situation. Behavior observed is person-to-person talk. The data gathered using this instrument should provide information about the learning atmosphere in the classroom. The system focuses on affective and cognitive levels. Included are categories which specify race and gender of speaker and audience. A three-dimensional code enables the observer to assess who is speaking to whom and by what means of what kinds of verbal behavior.

Comprehensive Teaching and Training Evaluation by John M. Gullo; c1969; Grades 13-16; Psychologists and Educators, Inc.

Designed to assess students' and in-service trainees' responses to educational programs. The dimensions evaluated include: the process of learning; an evaluation of the instructor or trainer; and evaluation of the lecture or other training medium.

Diagnostic Teacher Rating Scale by Sister Mary Amatora; c1938-52; Grades 4-12; Educators'-Employers' Tests & Services Associates.

Subscores for this test include: Liking the Teacher; Ability to Explain; Kindness, Friendliness, and Understanding; Fairness in Grading; Discipline; Amount of Work Required; and Liking for Lessons.

Evaluating Teacher Effectiveness in the Elementary Classroom by Hugh M. Davison; c1965-68; Kindergarten-Grade 6; Pennsylvania School Study Council.

Scales included on the observation form are Pupil Learning, Teacher Plan for Learning, Pupil Preparation or Pupil Participation, Pupil Vocabulary, Pupil Creativity, and the Learning Process.

Evaluation of Classroom Situations by Louis T. DiLorenzo; Not Dated; Preschool; University of the State of New York, The State Education Department, Office of Research and Evaluation*.

Assesses classroom teaching performance. Traits evaluated include: clarity of purpose, preparation, knowledge of learning principles, motivation (arouses students), and individualization of instruction.

*Included in DiLorenzo, L. T., Salter, R,. and Brady, J. L. *Pre-Kindergarten Programs for Educationally Disadvantaged Children.* New York: University of the State of New York, The State Education Department, Office of Research and Evaluation, December 1969. Final Report Project #3040. ED 038 460.

Faculty Morale Scale for Institutional Improvement; c1954; Adults; Psychometric Affiliates.

Measures faculty attitude toward each of 34 important considerations.

Florida Taxonomy of Cognitive Behavior by Bob Burton Brown, Richard L. Ober, Robert S. Soar, and Jeaninne N. Webb; c1968; Can be used in any classroom situation; Bob Burton Brown.

An observational instrument for describing cognitive behavior evidenced by teachers and pupils in classroom situations. Areas covered are: knowledge of specifics, knowledge of ways and means of dealing with specifics, knowledge of universals and abstractions, translation, interpretation, application, analysis, syntheses (creativity), and evaluation.

Foreign Language Interaction System by Gertrude Moskowitz; c1970; Can be used in any foreign language classroom; Association for Productive Teaching.

For observing, recording, and analyzing behaviors commonly used in foreign language classrooms. Teacher behaviors observed are: acknowledges feelings, praises or encourages, uses ideas of students, asks questions, lectures or orients, gives directions, and criticizes or justifies authority. Student behaviors observed: student talk–limited, student talk–unlimited or initiated, and silence or confusion.

Gullo Workshop and Seminar Evaluation by John M. Gullo; c1969; Adolescents and Adults; Psychologists and Educators, Inc.

A 20-item evaluation form for use with in-service seminars, and workshops.

Illinois Course Evaluation Questionnaire by Richard E.

Spencer and Lawrence M. Aleamoni; c1965-72; Grades 13-16; Lawrence M. Aleamoni.

Designed to elicit students' attitudes and opinions toward a course of instruction. The Questionnaire covers: general course attitude, method of instruction, course content, interest and attention, instructor, and other.

Illinois Ratings of Teacher Effectiveness by B. Everard Blanchard; c1967; Grades 9-12; Western Psychological Services.

Designed to evaluate teacher effectiveness in terms of students' feelings, observations, and attitudes toward their teacher. Assesses ten traits: Appearance, Explaining Lessons, Friendliness, Grading, Discipline, Work Assignments, Teaching, Voice, Mannerisms, and Knowledge of Subject.

Illinois Teacher Evaluation Questionnaire by Richard E. Spencer, and J. Maurice Mahan; c1968; Grades 7-12; Lawrence M. Aleamoni.

Designed to enable teachers to evaluate themselves in terms of their students' attitudes. Subscores included are: Teacher, Teacher's Competence, Interest in the Class, and Teacher's Attitude.

Instruction Techniques Test by W. J. Reddin and E. Keith Stewart; c1970; Adults Organizational Tests, Ltd.

The test covers: learning principles, teacher–learner relationship, learning aids, and learning environment.

Minnesota Teacher Attitude Inventory by Walter W. Cook, Carroll H. Leeds, and Robert Callis; c1951; Grades 12-16 and Adults; The Psychological Corporation.

An attitude inventory designed to predict how well a teacher will get along with pupils.

Multiple Choice Items for a Test of Teacher Competence in Educational Measurement by Samuel Mayo; 1962; Grades 13-16 and Above; National Council on Measurement in Education.

Test covers: history of testing, sources of information, test selection, standardized tests, essay testing, observation and rating, test planning, item writing, test administration, test scoring, statistical techniques, derived scores, reliability, validity, item analysis, score interpretation, norms, intelligence tests, interest, attitude, uses of tests, and marking systems.

Nonverbal Interaction Analysis by Peggy Amidon; c1971; Preschool-Grade 12; Paul S. Amidon and Associates, Inc.

A technique for systematically observing and recording nonverbal components of the teacher's role as classroom leader and the influence of these dimensions on the classroom climate and interaction. The dimensions assessed are room arrangement; materials; nonverbal behaviors as they are used to replace or accompany verbal communication; and activities, which focus on the use of materials in conjunction with nonverbal behaviors. For the "activities" dimension both teacher and student behaviors are observed.

Observer Rating Scale of Teacher Style: Revised by Bruce W. Tuckman; c1968; Adults; Bruce W. Tuckman (Available in ED 028 990).

Observer's Rating Form by John Pierce-Jones, Bill S. Caldwell, and Emma Lou Linn; c1966-67; Preschool-Grade 3; Child Development Research and Evaluation Center, University of Texas.

Designed for rating specific behavior patterns of teachers in preschool and primary grade classes. Factors assessed are: stimulating cognitive–perceptual development, warmth and supportiveness, respect for child, motor skills and psychological support, teacher dependency need, positive vs. negative reinforcement, perceptual and emotional control, and middle class orientation.

Observer's Rating Form: Short Form by Bill S. Caldwell, John Pierce-Jones, and Emma Lou Linn; c1966; Preschool-Grade 3; Child Development Research and Evaluation Center, University of Texas.

Designed for rating specific behavior patterns. Factors assessed are: development of cognitive–perceptual behaviors, development of child's perceptual–motor behavior, child's social interactions, child's emotional development, and motivation of the child.

Pedagogia y Conocimientos Generales; c197, Adults; Educational Testing Service.

Designed for the assessment of teachers whose native language is Spanish and who may be under consideration for positions in bicultural or bilingual programs. It assesses cognitive knowledge of academic preservice preparation in: Professional Education, Written Spanish Usage, Social Studies, Literature and Fine Arts, and Science and Mathematics. The test is written in Spanish. It is for use in institutional programs.

Performance Assessment Record for Teachers by Bob Burton Brown; 1970; Preschool-Grade 12; Bob Burton Brown.

An instrument for systematically observing, describing, and assessing the classroom performance of teachers and pupils. Designed primarily for use by teachers in self-assessment of their classroom teaching performance.

Problem Check List for Student Teachers and Intern Teachers by Thelma A. McIntosh; c1958-61; Grades 13-16 and Adults; Thelma A. McIntosh.

Test covers: philosophy of education, responsibilities of staff member, use of materials in instruction, subject matter, materials for guidance, management of scheduling, classroom management–discipline, interpersonal relationships, extracurricular and community responsibility, standards for professional improvement, home and family relationships.

Profile of Interaction in the Classroom by David B. Crispin; c1969; Can be used in any classroom situation; Association for Productive Teaching.

A method of recording and analyzing teacher–pupil interaction. Teacher behaviors observed are: the use of praise and encouragement; the acceptance of ideas; the use of questions; lectures and orientation; giving directions; making commands; accepting the students' feelings; and the use of criticism. Student behaviors observed are: self-initiated behavior, silence or confusion, and response to the teacher.

Program Aide Attitude Test by Barry J. Zimmerman; c1970; Adults; Arizona Center for Early Childhood Education, College of Education, University of Arizona*.

A simplified and abridged version of the Survey of Educational Attitudes by Rosenthal, et. al. The reading level is appropriate for teacher aides. The test measures attitudes concerning classroom applications of reinforcement principles and the nature and needs of disadvantaged children.

*Included in Zimmerman, B. J. "Experimental Program Impact on Attitudes of School Personnel." *The Journal of Experimental Education*, Vol. 38, No. 4, Summer 1970. pp. 88-92.

Purdue Instructor Performance Indicator by John H. Snedeker and H. H. Remmers; c1960; Grades 13-16; University Bookstore.

A device with which students rate instructor's performance.

Purdue Rating Scale for Instruction by H. H. Remmers and D. N. Elliott; c1927-65; Grades 13-16; University Bookstore.

Designed to measure students' perceptions of the teacher and the classroom teaching situation.

Purdue Teacher Evaluation Scale, Form A by Ralph R. Bentley and Allan R. Starry; c1970; Grades 7-12; The University Bookstore.

Students rate their teachers on six scales: Ability to Motivate Students, Ability to Control Students, Subject Matter Orientation of Teacher, Student–Teacher Communication, Teaching Methods and Procedures, and Fairness of Teacher.

Purdue Teacher Opinionnaire by Ralph R. Bentley and Averno M. Rempel; c1964-70; Adults; University Bookstore.

A measure of teacher morale. The factors assessed are: teacher rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teacher status, community support of education, school facilities and services, and community pressures.

Reading Teacher Survey by Eunice N. Askov; Not Dated; Adults; Wisconsin Research and Development Center for Cognitive Learning.

Measures attitudes toward individualized reading instruction.

Record of Teacher Observations by Louis T. DiLorenzo; Not Dated; Preschool; University of the State of New York, The State Education Department, Office of Research and Evaluation*.

After observations are made, the form, *Ranking of Teachers Observed*, is completed. Behaviors assessed are: teacher interaction with pupils in groups and individually, teacher interaction with aides and assistants, evidence of planning, techniques of classroom control, physical organization of the classroom, use of materials, preparation of special materials for a given purpose, sensitivity in terms of feedback, and awareness of children's developmental status.

*Included in: DiLorenzo, L. T., Salter, R., and Brady, J. L. *Pre-Kindergarten Programs for Educationally Disadvantaged Children*. New York: University of the State of New York, State Education Department, Office of Research and Evaluation, December 1969. Final Report Project #3040. ED 038 460.

SRA Educators Opinion Inventory; 1953; Adults; Science Research Associates, Inc.

Yields ratings in the following areas: work demands, working conditions, curriculum materials, pay benefits, friendliness and cooperation of fellow employees, relations with immediate superior, confidence in administration, confidence in school board members, technical skills of immediate supervisor, effectiveness of

school administration, adequacy of communication, personal freedom and community relations, security of job and work relations, professional satisfaction, identification with the school and its program, adequacy of provision for pupil's individual differences, opportunity for growth and advancement, and reactions to the inventory.

Satisfaction Scale by Bruce W. Tuckman; c1968; Grades 9-12; Bruce W. Tuckman (Included in ED 028 990).

A measure of the subjective feelings the student has for a course and teacher. A "Teacher Preference" section is provided for the student to list his teachers for the year in order of preference.

School Personnel Research and Evaluation Services; c1971-Present; Adults; Educational Testing Service.

An aid in the evaluation of school staff; the assessment of the effects of inservice programs; the selection and identification of staff members to participate in leadership development programs; and the selection of principals, assistant principals, superintendents, guidance counselors, and special teachers.

Common Examinations

The *Professional Information Test* includes questions on topics such as: human growth and development, motivation, nature and nurture of learning, personality and adjustment, measurement and evaluation, history and philosophy of education, the organization and administration of American school systems, relationship of school and society, teacher's professional role, classroom organization and management, organization of instructional materials, and the instructional behavior of teachers.

The *Science and Mathematics Test* includes questions focusing on basic concepts and generalizations and the ability to recognize and apply these concepts and principles in various situations.

The *Social Studies, Literature, and Fine Arts Test* provides an estimate of the candidate's cultural development in these areas. Questions are designed to measure broad understanding rather than intensive preparation in these areas.

The *Written English Expression Test* covers grammatical construction, punctuation, capitalization, word usage, and sentence construction.

Specialty Examinations

Art Education measures knowledge of art, art criticism, techniques and media, current theories of art education, comprehension of concepts and principles of teaching and learning, educational objectives, and evaluation techniques related to the teaching of art. The major content areas covered are: sociocultural art history, basic knowledge of art, role of the expressive means inherent within the tools and processes used, basic philosophies of art education, status of art in education and society, the teaching of art in relation to psycho-physical development, and techniques and media.

Biology and General Science measures knowledge and understanding of biology and general science as taught at the secondary school level. The major content areas under biological science are: subcellular, cellular, and organismal levels of biology covering such areas as development, heredity, evolution, ecology, and populations. The general science section covers: chemistry, physics, astronomy, space, geology, oceanography, and meteorology.

In *Business Education* content areas covered are: office skills (including typing, shorthand, office procedures, equipment, materials and techniques, and how to use them); accounting (handling of accounts, financial reports, payroll and taxes, source documents, and interpretation of accounting records); distribution (instructional approaches, marketing, advertising, and service-related occupations); basic business (fiscal and monetary policies, international trade, supply and demand, contracts and negotiable instruments, role of government in the economy, banking services, insurance and investments, labor management relations, transportation and communications); and data processing (including systems concepts, business applications, equipment, basic principles and terminology).

Chemistry, Physics, and General Science covers: basic measurements in physics and chemistry, laboratory procedures, properties of atoms and molecules, the mechanics of solids, mechanics of liquids and gases, electricity and magnetism, waves and wave behavior, atomic structure, stoichiometry, kinetics, equilibrium, oxidation and reduction reactions, chemical bonding, the periodic table, descriptive chemistry, biology, and the earth and spaces sciences.

In *Early Childhood Education* emphasis is placed on the concepts typically included in programs for educators preparing to work with children below the fourth grade. Questions cover all the curriculum areas included in the early grades; understanding of the interrelatedness of concepts within and among the subject areas; understanding of cognitive processes and ways of fostering their development; understanding of the relatedness of cognitive processes within and among the various disciplines and school subjects; understanding of basic concepts concerning growth and development of the child and how he learns; utilizing information relative to changes in the behavior of the learner as a basis for evaluation and planning of further learning; and awareness of information about current educational theory, practices, trends, and research.

Education in the Elementary School measures knowledge of curriculum areas (Grades 1-8) as it relates to the following abilities: understanding basic concepts and principles within each subject area; understanding the interrelatedness of concepts within and among subject areas; understanding cognitive processes and ways of fostering their development; understanding the relatedness of cognitive processes within and among the various disciplines

and subjects; understanding basic concepts concerning growth and development of the child and how he learns; selecting, planning, and organizing appropriate opportunities to meet objectives; utilizing information relative to changes in the behavior of the learner as a basis for evaluation and planning of further learning; and awareness of information about current educational theory, practices, trends, and research.

English Language and Literature measures familiarity with the skills useful to educators working with secondary school English curriculum. Content areas are: literature, composition and rhetoric, language, and professional information and reference skills. Some questions require the recall of factual information, others require the application of pedagogical principles to particular teaching situations, the interpretation of literary materials, and making judgments and evaluations about student learning.

French covers: knowledge of language teaching methods and familiarity with the basic concepts of applied linguistics as related to the teaching of French; proficiency in French as reflected in reading ability and the recognitional control of grammar; and knowledge of French civilization and culture.

The *Guidance Counselor Test* measures familiarity with the concepts and principles useful to those working as guidance counselors at the secondary level. Areas covered are: the aims and purposes of guidance, the social context in which guidance is conducted, techniques for understanding the individual, and the organization and administration of guidance.

In *Home Economics Education* emphasis is on the basic concepts of home economics education. Items dealing with home economics cover the following areas: human development and the family; home management, family economics, and consumer education; foods and nutrition; textiles and clothing; and housing. The questions concerning the teaching of home economics are concerned with: the philosophy of home economics education, the professional roles of home economics teachers, program planning in home economics education, and educational processes and resources in teaching home economics.

Industrial Arts Education measures knowledge of basic facts, concepts, and principles relating to the teaching of industrial arts of the secondary level. Emphasis is placed on subject matter of specific industrial arts courses (general industrial arts, drafting, electricity–electronics, graphic arts, metals, woods, plastics, power mechanics, and crafts); the history and philosophy of industrial arts; professional literature and organizations in industrial arts; and federal legislation related to industrial arts.

Mathematics measures knowledge and abilities expected of those who are familiar with teaching mathematics at the secondary level. Items cover basic arithmetic, elementary algebra, advanced placement calculus, abstract and linear algebra, finite mathematics, number theory, and statistics and probability. Areas included are: items on pedagogical concepts, current trends, curricular developments, and the history of mathematics.

Music Education covers: music history (including repertoire, style and periods, and basic source materials); theory (including chordal, melodic and rhythmic recognition, cadences, counter point, modulation, form and structure, vocal and instrumental arranging); conducting (including terminology and symbols, tone production and pitch, ensemble balance and articulation, transposition, rehearsal techniques, and the role of the conductor); curriculum experiences (general considerations in planning music experiences, the general music class, individual vocal and instrumental instruction, instrumental and vocal ensembles); and professional information (curriculum trends, professional literature and organizations, professional ethics, and organizational, administrative, and supervisory practices).

Physical Education covers familiarity with the skills and knowledge needed to teach men's or women's physical education. Content areas are: history and philosophy of physical education; psychological, sociological, and biological foundations of physical education; curriculum content; organization and administration of physical education; tests and measurements; and health, safety, and recreation.

Reading Specialist covers concepts and principles related to: the nature of language; the developmental characteristics of the learner; diagnosis and evaluation of reading differences and difficulties; methods and techniques used in reading instruction; means of developing tastes and interests in reading; the use of student materials and equipment; resources available to the reading teacher; and the principles of providing instructional leadership. Test questions are specific either to the primary level or to the intermediate level, or they are generally applicable to all grades from kindergarten through grade eight.

The *School Administration and Supervision Test* measures knowledge and understanding of administration and supervision of the elementary school–specifically: pupil personnel, teaching personnel, instructional facilities, school–community relations, school building and grounds, supply services, special facilities, finance, school law, the supervisory process, and techniques for improving instruction.

The *Secondary School Administration Test* covers concepts and principles related to pupil personnel, teaching personnel, school–community relations, instruction facilities, special facilities, school buildings and grounds supply services, budget and finance, and school law.

The *Secondary School Supervision Test* focuses on methods and techniques for improving instruction, general principles of supervision, general teaching methods, school–community relations, and evaluation procedures.

Social Studies covers knowledge and skills related to the teaching of social studies on the secondary level. Content areas are: American history; world history (with emphasis on modern world history); government (emphasis on the American political system); basic concepts of economics; basic principles of physical, cultural,

and economic geography; sociology and anthropology; and professional education (the history of social studies education, curriculum, selection and organization of instructional materials, and methods of inquiry).

Spanish measures proficiency in Spanish as reflected in reading ability and the recognitional control of grammar; knowledge of Spanish civilization and culture; and knowledge of language teaching methods, including a familiarity with basic concepts of applied linguistics as related to the teaching of Spanish.

Self-Appraisal Scale for Teacher by Howard Wilson; c1957; Adults; Administrative Research Associates.

Subscales include: You As a Person, You As A Specialist and Educator, Your Relations with Students, Your Course Appraisal, Your Classroom Appraisal.

Self-Report Inventory Form R-3 by Oliver H. Bown and Donald J. Veldman; 1961; Adults; Oliver H. Bown.

The inventory was devised to assess the mental health of college students preparing to teach. Measures attitudes toward the phenomenal world. Subscales included are: Self, Others, Children, Authority, Work, Reality, Parents, and Hope.

Shop and Laboratory Attitude Inventory by Curtis R. Finch; c1968; Grades 9-12 and Above; Curtis R. Finch (Available as NAPS Document 00 611).

Designed to assess student attitude toward a specific period of instruction.

Spaulding Teacher Activity Rating Schedule by Robert L. Spaulding; c1968; Can be used in classrooms with children as young as two years; Robert Spaulding.

The system is concerned with the overt efforts of teachers to bring about change in the social and cognitive behavior of pupils in the classroom. The categories used to classify behaviors are: cognitive transactions, social behavior management, non-pupil–transactional (teacher behaviors are not generally change oriented). Includes personal, private, or adult transactional activities.

Student Perception of Teacher Style by Bruce W. Tuckman; c1968; Grades 9-12; Bruce W. Tuckman*.

A measure of teacher-directiveness. The student is asked to rate his teacher on a nine-point scale. This scale, the original SPOTS, consists of 32 items. There is a shortened, revised edition consisting of seventeen items.

*Included in ED 028 990.

Student Perception of Teacher Style (Revised) by Bruce W. Tuckman; c1968; Grades 9-12; Bruce W. Tuckman*.

*Included in ED 028 990.

Teacher Behavior Analysis by Barry J. Zimmerman; 1969; Preschool-Grade 16 and Above; Arizona Center for Early Childhood Education.

The test provides a quantitative analysis of the teacher's interaction frequencies with the child. Categories included are: praise, expand on student idea, open-ended questioning, close-ended questioning non-valenced feedback information giving, directions, punishment, student response, silence or confusion.

Teacher Description Instrument by Sam C. Webb; 1966; Grades 13-16 and Above; Sam C. Webb.

Students are asked to evaluate the performance and effectiveness of their instructors.

Teacher Inventory of Approaches to the Teaching of Reading; 1961; Grades 1-6; San Diego County Department of Education.

A method of teacher self-evaluation of three selected approaches to the teaching of reading. The *Inventory* covers: purpose of reading instruction, basis of plan for reading instruction, motivation for reading, materials of instruction, classroom organization for reading, provision for direct reading instruction, provision for supplementary reading, place of skill development, place of vocabulary development, provision for individual differences, basis of evaluation.

Teacher Observation Scale; Not Dated; Preschool-Kindergarten; Institute for Developmental Studies, New York University.

The behavioral dimensions rated are: Implementation of Learning (information giving and eliciting responses); Feedback (confirmation, supportive conformation negation, and corrective negation); Control (teacher control and assistant teacher control).

Teacher Practices Observation Record by Bob Burton Brown; Not Dated; Adults; Bob Burton Brown.

The test systematically describes teacher's classroom behavior via observation. Subscores included are: Nature of Situation; Nature of Problem; Development of Ideas; Use of Subject Matter; Evaluation; Differentiation; Motivation–Control.

Teacher Preference Schedule by George G. Stern and

Joseph M. Masling; c1960. Adults; Psychological Research Center.

Designed for elementary school teachers. Form A measures attitudes; Form G measures gratifications. Designed to assess unconscious motives for teaching.

Teacher Self-Rating Inventory by Harold F. Burks; c1971; Adults; Arden Press.

Designed to enable a teacher to evaluate himself or to be evaluated on the following characteristics: promoting good pupil-pupil relations; promoting good pupil-teacher relationships; maintaining pupil enthusiasm; establishing good teaching techniques; maintaining good personal characteristics; creating a good classroom environment; promoting good teacher-parent relations; establishing good pupil evaluation; and promoting good staff relations.

Teacher Style Checklist by Bruce W. Tuckman; c1968; Adults; Bruce W. Tuckman*.

*Available in ED 028 990.

The Teaching Evaluation Record by Dwight E. Beecher; c1953; Adults; Educators Publishing Company.

Designed to enable ratings of teaching effectiveness and to provide a guide for diagnosis and constructive supervision. The *Record* can be used with teachers at all grade levels. Ideally, ratings should be made by two or more competent persons. Recommended observation time is two full half-days early in school year and an additional two half-days in the spring. A section is provided for anecdotal information.

Wilson Teacher-Appraisal Scale by Howard Wilson; c1957; Grades 12-16; Administrative Research Associates.

Subscores included are: Personal Appraisal, Assignments and Examinations, Course Appraisal, Teacher Rank.

Wilson Teacher-Appraisal Scale, Junior Edition by Howard Wilson; c1957; Grades 7-12; Administrative Research Associates.

Subscores included are: Personal Appraisal, Course Appraisal, and Teacher Rank.

PUBLISHERS ADDRESSES

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c/o CCM Information Sciences, Inc.
866 Third Avenue
New York, New York 10022

Administrative Research Associates
Box 3
Deerfield, Illinois 60015

Lawrence M. Aleamoni
Head, Measurement and Research Division
Office of Instructional Resources
University of Illinois
Urbana, Illinois 61801

Arden Press
8331 Alvarado Drive
Huntington Beach, California 92646

Arizona Center for Early Childhood Education
College of Education
University of Arizona
1515 East First Street
Tucson, Arizona 85719

Association for Productive Teaching
5408 Chicago Avenue South
Minneapolis, Minnesota 55417

Oliver H. Bown
Research and Development Center for Teacher Education
The University of Texas
Austin, Texas 78712

Bob Burton Brown
Institute for Development of Human Resources
College of Education
University of Florida
Gainesville, Florida 32601

Child Development Research Evaluation Center
University of Texas
Austin, Texas 78701

Educational Testing Service
Princeton, New Jersey 08540

Educators'-Employers' Tests & Services Associates
120 Detzel Place
Cincinnati, Ohio 45219

Educators Publishing Company
87 Hodge Avenue
Buffalo, New York 14222

Curtis R. Finch
Department of Vocational Education
The Pennsylvania State University
University Park, Pennsylvania

Institute for Developmental Studies
IPS East Building, 3rd Floor
School of Education
New York University
Washington Square
New York, New York 10003

Thelma A. McIntosh
Associate Professor Educational Psychology
University of Hawaii
Honolulu, Hawaii

National Council on Measurement in Education
Iowa State University
Ames, Iowa

Organizational Tests Ltd.
P. O. Box 324
Fredericton, New Brunswick, Canada

Paul S. Amidon & Associates, Inc.
5408 Chicago Avenue South
Minneapolis, Minnesota 55417

The Pennsylvania School Study Council
301 Education Building
University Park, Pennsylvania 16802

The Psychological Corporation
304 East 45th Street
New York, New York 10017

Psychological Research Center
Syracuse University
Syracuse, New York 13210

Psychologists and Educators, Inc.
Suite 212
211 West State Street
Jacksonville, Illinois 62650

Psychometric Affiliates
Box 3167
Munster, Indiana 46321

San Diego County
Department of Education
6401 Linda Vista Road
San Diego, California 92111

Richard A. Schusler
School of Education
Kansas University
Lawrence, Kansas 66044

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Robert L. Spaulding, Director
Institute for Child Development and
Family Studies
Room 108, School of Education
San Jose State College
San Jose, California 95114

Joe Milan Steele
Biological Sciences Curriculum Study
P. O. Box 930
Boulder, Colorado 80302

Bruce W. Tuckman
Associate Professor of Education
Graduate School of Education
Rutgers Unviersity
New Brunswick, New Jersey

University Bookstore
Purdue University
360 State Street
West Lafayette, Indiana 47906

University of the State of New York
State Education Department
Division of Educational Testing
Albany, New York 12224

Sam C. Webb
Evaluation Studies
204 Administration Building Annex
Georgia Tech
Atlanta, Georgia 30332

Western Psychological Services
Box 775
Beverly Hills, California 92013

Frank E. Williams
3760 Dallas Road, N.E.
West Salem, Oregon 97304

Wisconsin Research and Development Center
for Cognitive Learning
1025 West Johnson Street
Madison, Wisconsin 53706

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